U.S. History Quiz
Foundations of U.S. History
Instructor's Version B

Answers: Multiple-Choice Questions

1.	C	**16.**	B
2.	C	**17.**	E
3.	A	**18.**	E
4.	E	**19.**	A
5.	D	**20.**	E
6.	B	**21.**	B
7.	D	**22.**	D
8.	B	**23.**	B
9.	D	**24.**	D
10.	C	**25.**	E
11.	D	**26.**	A
12.	C	**27.**	C
13.	E	**28.**	B
14.	B	**29.**	D
15.	A	**30.**	A

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Answers: Free-Response Questions
(Students answer one of two questions.)

Question 1:
Analyze the ways in which salutary neglect influenced the political development of the colonies.

Key points

- The British imperial system was based on mercantilism as demonstrated by the Navigation Acts of the seventeenth century.
- Colonial opposition to strict controls over trade demonstrated in the opposition of Massachusetts to Edward Randolph and Edmund Andros.
- John Locke's contract theory of government strengthened colonial ideas about self-government.
- Salutary neglect enriched already diverse traditions of self-government: corporate, proprietary, and royal colonies developed notions of self-government independently.
- British emphasis on defense and trade under Robert Walpole allowed the colonies to manage their internal affairs
- The Glorious Revolution, the Whig idea of mixed government, and Walpole's emphasis on merchant activity encouraged colonial leaders to enhance the power of representative assemblies.
- Colonial assemblies gained the authority to vote on taxes and expenditures. This became an important tool in the efforts of assemblies to control colonial governors whose salaries were controlled by the assemblies.
- Colonial governors, while possessing considerable powers of veto and patronage, began to lose their authority to the assemblies.
- The authority of colonial governors was further handicapped by the appointment of weak or corrupt governors who gained their positions through patronage. George Clinton in New York lacked the will and hence the authority to protect British interests.
- Arbitrary British rule led to the perception that British policies were a threat to political liberty in the colonies.
- Town meetings made politics local thus encouraging political action by crowds. The power of political action by a crowd was demonstrated in the 1689 collapse of the Dominion of New England.
- The Albany Plan of Union illustrates the ultimate evolution of salutary neglect. It was an attempt, albeit a failed attempt, to unite the colonies under one government. Its failure is attributable to the resistance of colonial assemblies that were reluctant to relinquish their increased authority.

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Pointers for Instructors

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.

Scoring Rubric

The question is worth 40 points. There are five scoring ranges.

36-40 points – Excellent

The student's answer must have a strong clear theses that identifies salutary neglect and makes an argument about how it influenced the political development of the colonies. The essay should include high quality writing and logical patterns of organization in which the student uses all of the major points from the list above as evidence to support the thesis. The student's response must prioritize the evidence indicating which points are the most important. The answer may contain minor errors.

32-35 points – Very Good

The student's answer must have a thesis that makes an argument about the influence of salutary neglect on the political development of the colonies. The essay should be well written and demonstrate logical patterns of organization in which the student uses many of the points from the list above as evidence to support the thesis. The student's response should also demonstrate an attempt to prioritize the evidence. The answer may contain minor errors.

28-31 points – Adequate

The student's answer should attempt to make an argument although the thesis may not be clearly defined or may be flawed. The essay should include some of the points from the list above. The student's response may fail to prioritize the major points.

24-27 points – Flawed

The student's answer has serious weaknesses. The essay demonstrates little understanding of salutary neglect or its influence on colonial political development. The thesis argument is weak or may not be clearly identifiable. The essay includes few of the points from the list above and fails to prioritize the points that are included.

20-23 points – Severely Flawed

The student's answer makes no attempt to identify salutary neglect or evaluate its influence on colonial political development. The essay includes few, if any, of the points from the list above.

If a student fails to turn in an answer, or if the student commits plagiarism, the student should receive a 0.

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Question 2:
Analyze the ways in which the Great Awakening influenced the cultural and intellectual development of the colonies.

Key points

- Great Awakening originated in the European ideas of the Enlightenment and Pietism.
- The Enlightenment idea of reason encouraged movement away from traditional notions of faith and prayer.
- Pietism, in the ideas of William and Gilbert Tennet, argued for a revival of more traditional religious modes.
- Jonathan Edwards argued that Enlightenment ideas intellectualized religion robbing it of its emotion and hence its faith.
- Jonathan Edwards' *Sinners in the Hands of an Angry God* symbolizes the ideas and oratory of the Great Awakening and the subsequent tradition of evangelism and revivalism in America.
- Enlightenment ideas of reason and natural law were incorporated into the Great Awakening.
- George Whitefield extended the Great Awakening from its New England base across the colonies impressing Pennsylvania's skeptical Benjamin Franklin.
- Increased acceptance of individual decision-making.
- Religious ideas were debated publicly between Old Lights and New Lights.
- Increased acceptance of separation of church and state.
- New Protestant denominations formed.
- Denomination colleges were founded to train clergy – Presbyterian College of New Jersey (Princeton) and Baptist College of Rhode Island (Brown), etc.
- Weakened the influence of hierarchical religious organization and traditional clergy especially in Puritan New England.

Pointers for Instructors

- Make sure students focus on their argument, rather than on a narrative.
- Make sure students use specific evidence to support their arguments.

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Scoring Rubric
The question is worth 40 points. There are five scoring ranges.

36-40 points – Excellent
The student's answer must have a strong clear theses that identifies Great Awakening and makes an argument about how it influenced the cultural and intellectual development of the colonies. The essay should include high quality writing and logical patterns of organization in which the student uses all of the major points from the list above as evidence to support the thesis. The student's response must prioritize the evidence indicating which points are the most important. The answer may contain minor errors.

32-35 points – Very Good
The student's answer must have a thesis that makes an argument about the influence of the Great awakening on the cultural and intellectual development of the colonies. The essay should be well written and demonstrate logical patterns of organization in which the student uses many of the points from the list above as evidence to support the thesis. The student's response should also demonstrate an attempt to prioritize the evidence, but may clearly identify differences between cultural and intellectual developments. The answer may contain minor errors.

28-31 points – Adequate
The student's answer should attempt to make an argument although the thesis may not be clearly defined or may be flawed. The essay should include some of the points from the list above but may fail to clearly distinguish cultural and intellectual developments. The student's response may fail to prioritize the major points.

24-27 points – Flawed
The student's answer has serious weaknesses. The essay demonstrates little understanding of the Great Awakening or its influence on colonial cultural and intellectual development. The thesis argument is weak or may not be clearly identifiable, and will draw no distinction between cultural and intellectual developments. The essay includes few of the points from the list above and fails to prioritize the points that are included.

20-23 points – Severely Flawed
The student's answer makes no attempt to identify the Great awakening or evaluate its influence on colonial cultural and intellectual development. The essay includes few, if any, of the points from the list above

If a student fails to turn in an answer, or if the student commits plagiarism, the student should receive a 0.

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